**Question One: What are your thoughts about the effectiveness of your school/district’s supervision and evaluation practices to improving the teachers’ instructional practice and student achievement?**

1. **Novice:**
2. The evaluation process is excellent; the feedback during the post observation is very informative. Nice to see an administrator visit, be visible, and observe entire class periods.
3. I think our administrators do a nice job of telling teachers positives that they observe them doing in the classroom as well as providing constructive feedback on areas to improve.

**Experienced:**

1. The evaluation process is great. The informal and formal observations are a nice mix. Visibility by administration is a great connector to the students and teachers. The feedback during the post observation is important. Sitting through an entire class shows administration truly cares. The post observation is informative and reflective. Focus areas are helpful and meaningful.
2. The evaluation process should include a post-meeting with the administrator and teacher to discuss the evaluation. This would give both sides the opportunity to discuss the positive aspects of the teaching and possible methods of improvement.
3. I like that we are meeting to discuss our kids and our needs for the year. Our job is a little different in that each year our kids change, the class sizes change, our schedules change and the state requirements change. The fact is our kids change throughout the year and so do their needs so meeting on a regular basis is helpful to all.
4. While the current plan of evaluation within our building is quick and seemingly efficient, it gets the job done, it lacks purpose. (To improve student learning)

**At Risk:**

A .The evaluation process is good; feedback listed during post observation is helpful, try to implement the suggestions, procedures listed helpful.

**2. Question Two: Should “supervision” and “evaluation” be viewed as parts of the same process or two different processes? Explain your thinking.**

**Novice:**

1. Supervision and evaluation should be a combined effort. Supervision and visibility impacts the evaluation process.
2. I think that supervision, in the form of regular feedback on what they observe me doing in the classroom should be a separate identity from the evaluation process regarding formal observations. It is helpful to hear positives as well as constructive “negatives” without the formality of an actual classroom teaching observation.

**Experienced:**

1. Supervision and evaluation is a combined effort, each impacts the other.

B. I think of supervision as someone who is overseeing my entire job. Am I doing it right? Am I doing it to the best of my ability? This includes all parts of being a teacher. Lesson plans, duties, rapport with students and teaching would all be supervised. An evaluation is more of a critique of teaching a lesson. I do feel however, that these two things can be combined. It would overall, make you a better teacher.

1. I think they are different. Supervision to me represents the “paperwork” part of the job. Relaying all the new updates, requirements from the district and state, training etc. Evaluation should be how we are taking the new updates, requirements and training. Are we at least trying to change with the changing needs.
2. Supervision and evaluation need to directly affect teaching and learning outcomes.   
   Without some autonomy and self-reflection, teachers lack the ability and/or motivation to improve their instruction.

**At Risk:**

A. Supervision and evaluation should be separate. The evaluator should be in the classrooms the majority of the time. The process currently does not give a true reflection of a teacher.

**3. Question Three: What do you like about being formally observed by a school administrator? What do you dislike about it?  
  
Novice:**

1. The feedback is the positive about the evaluation process. There was nothing shared regarding dislike.
2. I like that I can see and hear on paper the things that I am doing right in my position. I also like that a formal observation that warrants the opportunity to sit and meet face to face and one on one to reflect. It provides time for questions to be brought up and ideas to be pondered.

**Experienced:**

1. Feedback is the like because everyone has areas they need to improve upon. There really isn’t anything that is a dislike.
2. I like that they do ask for when a good time to evaluate would be, however, is that giving them a true picture of what everyday lessons look like. On the other hand, it is nice to be prepared for them (not giving test, or doing a student based lesson).

I dislike that when the evaluation is over; there is no post evaluation meeting. I think it should be required

1. I am comfortable when an administrator comes into my room at any time until I see that computer come out☺ I am confident in what I teach and why and I actually like the feedback I get from Mike and/or Betsy. I find that the suggestions we may get are good and many times it’s something I have done for years and maybe just got out of the habit of doing or I have also found the suggestions might be something I never thought about myself. I find that sometimes the opportunity to be reflective on what I do and areas I want to improve in are actually more helpful. Again, our problem at this level is the time to do it al,l changes and prep time for those changes take time.
2. There is little room for self reflection and collaboration.

**At Risk:**

1. The accountability and suggestions are the positives about the evaluation process. Students are aware of the administrator’s presence and they are not themselves.

**4. Question Four: What suggestions would you make to your district leadership as to how to improve the observation and evaluation processes in your district/school in a way that would contribute to improved instructional practices to improve student achievement and growth?**

**Novice:**   
A. I think it is important for administrators to compile questions to ask the teacher as to reasons for why certain activities/approaches were being demonstrated during the time of their observation. Sometimes, it may not be totally clear to someone who has not been in the classroom on an everyday basis but can be cleared up quickly with a professional discussion and details being added for clarity.

1. Consistency throughout the district.

**Experienced:**

1. Consistency throughout the district is a concern and something that needs to be evaluated.
2. See Above
3. I think it would be helpful if we got an expectation list…for example: What are you looking for when you come into our room. I find that when I know what is expected of me I am more confident. An example of this, our grade level is working on more skills based instruction rather than story based, so I have spent a great amount of time revamping my weekly plans to incorporate the skills we are working on that week throughout the whole day rather than hitting the skills in a choppy manner. Because this is something we are working on as a grade level I would hope that it would be part of my evaluation.( ?)
4. Teacher need to be included in the process of improving their instruction. They need to have the opportunity to self-reflect, evaluate, and set goals. Administrators need to provide the opportunity for support and collaboration amongst colleagues, with a differentiated pathway to meet the needs of all teachers.

**At Risk:**

1. Take into consideration the demographics of the students and differences regarding ability levels among classes.

**Question Five: How effective is the district/school’s approach to professional development for the professional staff? If effective, what works? If not, what isn’t working about it?  
  
Novice:**

1. Pros: Classroom strategies that benefit instructional strategies, peer interaction, sharing instructional practices, and having time to network with buildings/departments.

Cons: Too many new ideas and programs on a yearly basis, data overload, PSSA pressure.

1. I think the time factor is the greatest issue. It is important to ensure that there is adequate time for meaningful professional development to occur. Sometimes, less (content) truly is more. To explain, I know I value time to totally grasp a concept, see it in action, try it myself, have discussions, and ask questions before moving on to a new topic. I think there is an effort, and I do totally understand why with the pressures and time constraints, to expose us to too much professional development topics perhaps on one in-service day instead of only a few and for me to understand them and feel confident with ways to implement and use this in my classroom even the very next day. I love time during professional development when I can work with my colleagues to try out and create something to use in the classroom with our students as a result of a professional development session.

**Experienced:**

1. Pros: Needs assessment, variety of formats, on-line opportunities, summer academy, before/after school opportunities. Cons: Same people will always step up and take the lead roles. Needs to be more of a team effort when and everyone should take their turn/do their part in regards to staff development.
2. There is no focus for the year. There are way too many things we are focusing on and never seem to finish anything. We should just pick ONE MAIN topic that we want to work on for the entire school year and master that. Instead, we have many little focuses we are trying to do and we spread ourselves thin. In doing this, I feel we are not accomplishing anything.
3. I prefer the professional development that is important to our grade level. I have appreciated that we have not been asked to sit through informational sessions and training that do not pertain to our grade level. Because our time is so limited it seems like our training is being more grade level specific. Again at our level the biggest thing for us is **time** to work together. We get new training and great new ideas but there is never enough time for us to work as a grade level to prepare.

**At Risk:**  
A. Pros: Not a big fan – Girard seems to bring new things to the tab le every year. Cons: Stick with a plan and build upon it.

1. **Question Six: Is there anything I have not asked you about or brought up related to our district/school and supervision, evaluation and professional development that you would like to comment on?**

**Novice:**A. Teacher did not have anything else to share.  
  
B. I cannot think of anything at this time. Thank you for asking me to share. I hope my feedback will be valuable and helpful.

**Experienced:**

A. Is there going to be a tool to evaluate administration? Teachers/staff should have the opportunity to evaluate building and office administration.

1. I think that yearly, the administration should be evaluated by the teachers. I know that other school districts do this and it is effective. It is not to bash or gang up on an administrator. It is simply to solve any problems at the end of the school year, so that when the new school year starts we can all see eye to eye. Instead, the rapport between faculty and administrators continues to decline. I would like to see something take place that allows our faculty and administrators to have a decent, trusting relationship, with fairness across the board.

Also, what are your thoughts on students evaluating the teachers, like in college. A simple rubric. The evaluation would be general, not “do you like the teacher?”….but “Was the teacher using class time wisely? Were the knowledgeable? Understandable? Available?

1. I think our supervision is great and respectful, I think the evaluation process should be more than just 45 mins. of a morning, it should be reflective of us as a whole professional and on all parts of our job. And in my opinion the best professional development I think we have received are from our own district, it’s the presentations from our coworkers. I have been blown away with the brain based instruction from Jim Funk, the presentations and ideas from our Title staff and the collaboration between grade levels.

**At Risk:**

Teacher asked about merit pay. We discussed and concerns were shared that merit pay would involve too many variables and cause teachers to compete with one another instead of working together.

3-2-1 Reflections on interview:

* 3 Things you learned/realized as a result of the interview
* 2 Things that got you wondering
* 1 Thing you want to talk about in class